DOCUMENT RESUME

ED 465 416 PS 030 195

TITLE	A Guide for Parents and Families about What Your 3rd Grader Should Be Learning in School This Year. Don't Fail Your Children.
INSTITUTION	South Carolina State Education Oversight Committee, Columbia.; South Carolina State Dept. of Education, Columbia.
PUB DATE	2001-00-00
NOTE	8p.; For related documents in the "Don't Fail Your Children" series, see PS 030 192-204.
AVAILABLE FROM	South Carolina Education Oversight Committee, 1105 Pendleton Street, Suite 227, Blatt Building, Columbia, SC 29201. Tel: 803-734-6148. For full text: http://www.state.sc.us/eoc.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Elementary School Curriculum; English; *Grade 3; Language Arts; Mathematics; *Outcomes of Education; Parent Materials; Primary Education; Resource Materials; Sciences; Social Studies; State Curriculum Guides; *State Standards; World Wide Web
IDENTIFIERS	*Curriculum Standards; *South Carolina

ABSTRACT

This guide shares information about the South Carolina Curriculum Standards with parents. The standards outline state requirements for children's learning, and what students across the state should be able to do in certain subjects. The guide lists seven key reasons for parents to be aware of the new curriculum standards, and then presents a condensed version of the standards for third grade in mathematics, English/language arts, science, and social studies. Listed after the standards for each subject area are sample assessment questions for parents to complete with their children, selected book titles for additional reading, and Web site addresses for extended learning. (EV)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 465 416

A Guide for Parents and Families about What Your 3rd Grader Should Be Learning in School This Year. Don't Fail Your Children.

South Carolina Department of Education,
South Carolina Education Oversight Committee

Fall 2001

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Anderson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

PS 030 195

BEST COPY AVAILABLE

PS

A Guide for Parents and Families About What Your 3rd Grader Should Be Learning in School This Year

It's no longer a secret...

This guide shares important information about the South Carolina Curriculum Standards. These standards outline state requirements for your child's learning program and what students across the state should be able to do in certain subjects.

A good educational system provides many tools that help children learn. Curriculum standards are useful for making sure:

- teachers know what is to be taught;
- children know what is to be learned; and
- parents and the public can determine how well the standards are being learned at each grade level.

The student standards that follow are a condensed version of the South Carolina Curriculum Standards for Mathematics, English/Language Arts, Science and Social Studies for **3rd Grade**. They are provided to help you become familiar with what your child is expected to do at the end of **3rd Grade** so that you can reinforce and support what your child is learning at school. Listed after the standards for each subject area are sample assessment questions for you to complete with your child, selected book titles for additional reading and website addresses for extended learning. This version does not include every standard taught in **3rd Grade**. If you are interested in the complete South Carolina Curriculum Standards, check with your child's teacher.

Before moving on to the next grade, students in grades 3 to 8 will be expected to score at or above grade level on state-developed tests – Palmetto Achievement Challenge Tests (PACT) – that test student knowledge of the South Carolina Curriculum Standards.

South Carolina Curriculum Standards.
Here are seven key reasons parents should be in the **know** about the new curriculum standards:

1. Standards set clear, high expectations for student achievement. Standards tell what students need to do in order to progress through school on grade level.
2. Standards guide efforts to measure student achievement. Results of tests (PACT) on grade-level curriculum standards show if students have learned and teachers have taught for mastery.
3. Standards promote educational equity for all. Instruction in every school in the state will be based on the same curriculum standards.
4. Standards help parents to know if their child is being taught the same subject content as children across the nation. South Carolina Curriculum Standards have been matched and compared with standards of other states to make sure that they are challenging.
5. Standards help parents to know more about the academic progress of their child and provide assistance at home in areas where the children need help. Parents no longer have to guess the type of help their children need to do better in school. Standards give parents more specific information for helping their children at home.
6. Standards help parents to participate more actively in parent/teacher conferences. Knowledge of the curriculum standards helps parents understand more about what their children are learning and what they can do at each grade level. Parents are able to have conversations with teachers about student progress in specific areas and understand more completely the progress of their children.
7. Standards help parents to understand that what their children learn in school one year ties into what they will learn in the next year and in future years. Parents are able to see how their child's knowledge is growing from one year to the next.

PS 030195

Students will be able to:

Explain place value of whole numbers through hundred thousands.
Recognize equivalent representations for the same whole number (for example: 125 can be thought of as 120 + 5, 130 - 5 , or 25 x 5).
Describe fractional parts of a unit or a group of objects.
Use concrete models and pictures to represent equivalent fractions.
Explain multiplication using concrete models and pictures.
Explain division using concrete models and pictures.
Use addition and subtraction to solve problems (using 1-, 2- and 3-digit numbers).
Apply basic multiplication and division facts to find products or quotients when using multiples of 10.
Develop fluency in adding and subtracting whole numbers and explain the method used to find the sum or difference (1-, 2- and 3-digit numbers).
Select and use appropriate methods and tools to solve addition and subtraction problems.

Use patterns to solve problems. For example, find the tenth number in this sequence: 3, 6, 9, ...
Use models and symbols to identify missing addends or factors.
Use patterns and relationships to solve a variety of real-world problems.

Identify and describe the characteristics of polygons, including triangles, squares, parallelograms, trapezoids, pentagons and hexagons, using appropriate vocabulary.
Describe the characteristics of circles using appropriate vocabulary.
Identify and describe the characteristics of three-dimensional shapes using appropriate vocabulary.
Compare two-dimensional shapes to determine if they are congruent (exactly match).
Locate points (whole numbers) on a number line.
Identify and describe line symmetry of shapes.
Create representations of points, lines, line segments, rays and angles in a plane.
Make and draw two-dimensional geometric shapes.

Compare the size of an angle with a right angle and classify as obtuse, acute or right.
Find the perimeters of polygons.
Measure length, liquid volume, temperature and weight/mass using U.S. customary and metric units.
Select and use an appropriate tool to measure time, length, weight/mass and liquid volume.

Construct line (dot) plots for sets of data.
Read and interpret information from tables, pictographs, bar graphs and line plots.
Find the median (12,13,15,16,19) and mode (number that

appears the most) of a median set of data and explain what each indicates about the set of data.
Identify common events as likely, unlikely, certain or impossible (probability).
Record the possible outcomes for a simple event, such as tossing a coin, and keep track of the outcomes when the event is repeated many times.

Write two related division problems for the statement $6 \times 7 = 42$.

Answer $42 \div 6 = 7$ and $42 \div 7 = 6$

Activities:
Have your child:
Look for and describe patterns in nature (for example, the circular pattern formed by sections of an orange when cut crosswise).
Take a walk and identify shapes that have line symmetry.
Use materials such as toothpicks and gumdrops to make two-dimensional shapes and discuss why some shapes (circles) are harder to make with certain materials.
Go with you to the grocery story and compare the volume/capacity or weight/mass on labels of various products.
Practice basic addition with related subtraction facts and multiplication with related division facts.

Books:
Fair, Sylvia. *The Bedspread.*
Giganti, Paul. *Each Orange Had 8 Slices.*
Grifalconi, Anne. *The Village of Round and Square Houses.*
Viorst, Judith. *Alexander Who Used to Be Rich Last Sunday.*
Zolotow, Charlotte. *Some Things Go Together.*

Websites:
www.edu4kids.com/math – This interactive site allows students to practice basic facts.
www.figurethis.org – This site has fun and engaging mathematics questions for children.
www.illuminations.nctm.org – Click on "I-Math Investigations" for interactive learning.
www.myscschools.com – Site where parents can view all curriculum standards.

ENGLISH/LANGUAGE ARTS

Students will be able to:

Reading/Literature

- Sound out unknown words using phonetic rules.
- Know that words can mean the same, can have opposite meanings and/or can sound alike but have different meanings.
- Determine his/her own purpose for reading a selection.
- Look over what is to be read and tell if it is a story, a play, a poem or other type of literature.
- Reread a passage if part of what is read does not make sense in order to correct his/her reading comprehension.
- Use pictures and words to make predictions and draw conclusions about what is read.
- Use diagrams to organize and understand information from reading.
- Explain the problem in a story and how it was solved.
- State the main idea of what was read.
- Become familiar with literature from different times in history and different cultures.
- Summarize stories and retell information in his/her own words.
- Write and talk about what he/she reads.
- Read different types of literature (folk tales, biographies, plays and poems).
- Draw conclusions from reading and give reasons for the conclusions using information from what was read.
- Ask and answer questions about what he/she reads.
- Tell how people, places, events and ideas are alike and different in what he/she reads.
- Organize information from a story into a chart or diagram.
- Make connections between what he/she reads and personal experiences.
- Understand the difference between fact and opinion.
- Read for extended periods of time daily.

Listening

- Listen attentively by looking at the speaker and retelling what the speaker has said.
- Know the difference between fact and opinion when listening.
- Predict what will happen next when listening to a story being read aloud.
- Explain what has been learned after listening.
- Listen for details and information.
- Follow oral directions that have several steps.
- Draw conclusions from what has been heard.

Speaking

- Ask questions of teachers and group members, and explain what he/she has learned.
- Speak clearly, slowly and loud enough so others can understand.
- Use a variety of identified vocabulary words when speaking.
- Use correct grammar when speaking.
- Contribute verbally to a group as a participant and as a leader.
- Make announcements and short presentations.
- Use the telephone and take messages.
- Use ways to organize information when planning an oral presentation.

Writing

- Write legibly in cursive (long hand or real writing).
- Develop a plan before writing.
- Focus on a central idea.
- Group ideas that are alike.
- Include descriptive details.
- Write paragraphs that have a beginning, middle and end.
- Re-write to make writing clear.
- Edit (correct) final copies for grammar, capital letters, punctuation, complete sentences and spelling.
- Write letters, advertisements, notes, reminders, directions, signs and warnings that relate to real life.
- Publish stories, poems, plays, newspapers, charts, diagrams, book responses and directions for different audiences.
- Increase use of new words.
- Use a dictionary and available technology.
- Write for extended periods of time daily.

Research

- Record information in his/her own words from many types of materials and present this information in oral and written reports.
- Use dictionaries, encyclopedias, catalogs and other reference books to locate and/or verify information.
- Use available technology.
- Research questions to find answers, and plan and do investigations.

Sample PACT Questions

The climate of this region is hot during the day, but at night the temperature can get much cooler. The average rainfall is less than 10 inches a year. Animals such as insects, reptiles, birds and mammals seek shelter from the heat of the sun. Plants have roots near the surface of the ground to absorb what little water falls in this region. Plants and animals that are adapted to conserve water are successful living here.

1. The author is writing about a
   - **A.** rain forest.
   - **B.** desert.
   - **C.** polar region.
   - **D.** mountain range.
2. The author's purpose is to
   - **A.** inform.
   - **B.** entertain.
   - **C.** persuade.
   - **D.** question.
3. Another word the author could use for shelter is
   - **A.** food.
   - **B.** protection.
   - **C.** water.
   - **D.** warmth.
4. Using a computer, how would you go about getting more information about this region? Write your answer.

(ENGLISH/LANGUAGE ARTS CONTINUED ON BACK)

Students will be able to:

Use the senses to gather information about objects or events.
Compare, sort and group objects according to size, shape, color, texture, sound and position, and arrange in sequential order.
Estimate and measure mass, length, area, perimeter, volume and temperature using U.S. customary and metric units.
Use drawings, tables, graphs and written and oral language to describe objects and explain ideas and actions.
Explain and interpret observations, making inferences and predictions based on data and prior knowledge.
Use simple equipment such as thermometers or hand lenses to investigate an object, organism or the environment, and communicate the results of their investigation.

Compare and contrast the basic needs of plants and animals, such as air, water, food, shelter and living space.
Observe and describe plants and animals at different stages of their life cycle, noting how they interact with each other and their environments.
Investigate how adaptations enable living things to survive.
Recognize that bones, joints and muscles are structural adaptations for movement.
Investigate the interaction of plants and animals in a food chain (such as producer, consumer, predator and prey).
Observe and describe how plants, animals and environments are affected by seasonal changes, the forces of nature (such as wind, rain, water, air, sunlight and temperature) and humans.

Observe, describe, compare and classify earth materials (rocks, minerals, water, soil and fossils) by their physical properties (such as size, shape, color or texture).
Investigate, identify and describe the components of soil (rock, clay, silt, sand and humus), soil layers (topsoil, subsoil and bedrock), and recognize that soil provides support and nutrients for plant growth.
Explain how fossils provide evidence of prehistoric life.
Compare the effects of heat from the sun on earth materials.
Describe and make models of surface features of the Earth (mountains, plains, oceans and rivers) and compare causes of change (such as erosion, weathering, volcanic eruptions, earthquakes, fire, drought, flooding, animal and human behavior).

Recognize and explain how matter can be changed in form (solid, liquid and gas) through processes such as condensation, evaporation, melting, boiling and freezing.
Measure, record and graph the temperature (Celsius and Fahrenheit) of matter as it is heated and cooled.
Investigate the expansion and contraction of water as it is heated and cooled, and compare with other substances.
Explore and identify things that produce heat; investigate and describe how heat travels (conduction).
Identify materials used to prevent heat from moving from one object to another (insulators).
Describe ways to stop a fire from burning.
Identify and explore the uses and development of simple machines (such as lever, pulley, inclined plane, wheel and axle).

In what way is food for the body like gasoline for the car?
A. Both are used to build parts.
B. Both are used for energy.
C. Both dissolve things.
D. Both are burned with a flame.

Answer B. Both are used for energy.

Activities:

Have your child:

Conduct research and describe how habitats are managed and species are monitored in South Carolina.
Classify household objects (such as laundry, items in the pantry and/or toys) according to two attributes (such as size, color or shape).
Start a rock collection and create a field guide to identify the samples.
Plant seeds and observe them as they grow; measure the height of the plants each week and create a graph to display the data.
Identify simple machines in common household objects and tools (screwdrivers, door stopper, etc.).
Measure temperature changes of hot water in a paper hot cup and a styrofoam cup.

Books:

Aliki. *Fossils Tell of Long Ago.*
Cannon, Janell. *Stellaluna.*
Cole, Henry. *Jack's Garden.*
Cole, Joanna. *The Magic School Bus Inside the Earth.*
Gibbons, Gail. *Sun Up, Sun Down.*
Hewitt, Sally. *All Kinds of Habitats.*
Loewer, Peter and Jean. *The Moonflower.*
Silver, Donald. *Woods (One Small Square).*
Simon, Seymour. *Bones: Our Skeletal System.*
Wells, Robert E. *How Do You Lift A Lion?*
Dragonfly (a monthly magazine for children and their parents published by NSTA, 1840 Wilson Blvd., Arlington, VA)

Websites:

Bill Nye.com – www.nyelabs.kcts.org/
ENature – www.eNature.com
Learning Network Parent Channel – www.familyeducation.com
National Parent Information Network – www.npin.org
National Wildlife Federation – www.nwf.org/kids/
South Carolina Department of Education – www.myscschools.com

Introduction to Social Studies/South Carolina Studies
Students will be able to:

Identify places of historical significance in the local community.
Describe the influence of geography on the history of South Carolina and the local community.
Name the first individuals to explore South Carolina in the New World.
Name the Native Americans who first inhabited South Carolina.
Explain reasons for the settling of South Carolina by Europeans and Africans.
Discuss the cultural contributions of people from various regions of South Carolina.
Discuss the development of slavery in South Carolina and its impact on the state.
State the key events and the effects of the Revolutionary War, the Civil War and both World Wars on South Carolina and nearby communities.
State the effects of the Great Depression on South Carolina.

Identify the three branches of state government and describe their functions.
Explain the major responsibilities of state and local government.
Name members of the national, state and local governments.
Understand that working with others can influence policies and decisions.
Discuss folklore and cultural contributions from various regions of South Carolina and how they help form a state heritage.
Discuss state symbols through which American values and principles are expressed.

Make and use maps, globes, graphs, diagrams and photographs.
Identify physical characteristics (e.g., landforms, river systems, regions and natural resources) in South Carolina.
Discuss the human characteristics, political units and physical characteristics in South Carolina and nearby communities.

List and give examples of how need (scarcity) affects cost.
Give examples of goods and services that have increased or decreased in supply recently.
Give examples of resources needed to make a specific product.
Identify the relationship between price and production.
Discuss a wide range of job opportunities in South Carolina.
Define importing and exporting, and give examples of each.
Give examples of interdependence among nations and regions.

PACT questions are not available for distribution at this time.

Activities:
Have your child:

- Use a graphic organizer to sort ideas.
- Do a vocabulary search to find as many words as he/she can to fit a given description.
- List ways to act as a responsible citizen.
- Construct and complete historical story maps.
- Interview a member of the community.
- Research local heroes and heroines of South Carolina.

Books:

Bodie, Idella. *The Revolutionary Swamp Fox.*
Bodie, Idella. *The Secret Message.*
Fritz, Jean. *Shh! We're Writing the Constitution.*
Karr, Kathleen. *Spy in the Sky.*
Miller, Jereleen H. *The Mighty Hugo Comes To Town.*

Websites:

History Postcard Series K-12 web guide – www.educationplanet.com
South Carolina Department of Education – www.myscschools.com

Answers

1. **B.** desert.
2. **A.** inform.
3. **B.** protection.
4. Sample: I could look up the subject on the computer at the library and a listing of other books about deserts would appear.

Activities:

- Encourage your child to keep a journal.
- Engage in written conversations with your child.
- Encourage your child to write letters or send e-mail to family and friends.
- Encourage your child to read recipes.
- Tell stories to your child about your childhood and life experiences.
- When eating at a restaurant, encourage your child to read the menu and order for him/herself.
- Have your child write or orally give directions to a younger sibling.
- Write antonyms or synonyms on index cards. Play "Concentration" with your child matching words that go together.
- Provide a variety of types of reading materials for your child - books, magazines, newspapers, empty food boxes, junk mail, etc.
- Discuss the difference between fact and opinion. Have your child share a fact and an opinion about a current event issue.
- Allow your child to compile a 'pretend" order for something he/she wants in a magazine or catalog.
- Reward your child with books or journals.
- Get your child a library card and regularly go to the library or bookstore.
- When watching television or a video, discuss the conflict in the episode.
- Discuss the point of view of a character.
- Discuss how a problem was solved.
- Read aloud to your child.
- Allow your child to read and write, JUST FOR FUN!

Books:

- Adler, David. *Cam Jansen and the Chocolate Fudge Mystery.*
- Cleary, Beverly. *Ramona the Pest.*
- Dahl, Roald. *Charlie and the Chocolate Factory.*
- Danzinger, Paula. *Amber Brown is Not a Crayon.*
- Estes, Eleanor. *The Hundred Dresses.*
- Gardiner, John. *Stone Fox.*
- Prelutsky, Jack. *The New Kid on the Block.*
- Sobol, Donald J. *Encyclopedia Brown, Boy Detective.*
- Steptoe, John. *Munfro's Beautiful Daughters: An African Tale.*
- White, E.B. *Charlotte's Web.*
- Wilder, Laura. *Little House on the Prairie.*

Websites:

- Children's Literature Website – www.acs.ucalgary.ca/~dkbrown/bestbooks
- Georgia Department of Education – www.glc.k12.ga.us
- Learning Page.com – www.sitesforteachers.com
- Carol Hurst's Children's Literature Site – www.carolhurst.com
- Surfing the Net with Kids – www.surfnetkids.com
- United States Department of Education – www.ed.gov.pubs/parents
- South Carolina Department of Education – www.myscschools.com
- National Association for the Education of Young Children – www.naeyc.org
- National Parent Teacher Association – www.pta.org
- National Parent Information Network – www.npin.org

South Carolina Education Oversight Committee
1105 Pendleton Street
Suite 227, Blatt Building
Columbia, SC 29201
(803) 734-6148

A collaborative project sponsored by: South Carolina Department of Education, South Carolina Education Oversight Committee, Fall 2001